

"Reflective Professionals Building Learning Communities"

COURSE TITLE

COUN 446: Practicum in Rehabilitation Counseling

INSTRUCTOR INFORMATION

name
office
phone number
E-mail

COURSE DESCRIPTION

Students will apply rehabilitation counseling knowledge and skills introduced in previous courses. The purpose of the course is to enhance basic rehabilitation counseling skills including interviewing, listening skills, assessment, documentation and case recording, referral, and follow-up services. There will be periodic and direct communications throughout the semester between the site supervisor and the faculty through site visits, conference calls, electronic communications and either video-taping or audio-recording of individual counseling sessions between the student and client.

PREREQUISITES

COUN 402, 403, 404, 405, 406, 409, 433, 434, 435, 436

REQUIRED TEXTS/REFERENCES

Cormier, S., & Nurius, P.S. (2003). *Interviewing and change strategies for helpers: Fundamental skills and cognitive-behavior interventions* (5th ed.). Pacific Grove, CA: Brooks/Cole.

Articles as assigned

MODE OF INSTRUCTION

Students are to have arranged community-based learning venues where they are able to meet with actual clients in a supervised setting. The practicum instructor will facilitate securing sites. The student will be directly supervised by an on-site qualified counselor and indirectly supervised by the university-based supervisor. The student is to document in excess of 100 clock hours supervised rehabilitation counseling experience 40 hours of which must be in direct service to persons with disabilities. This course is primarily experiential with periodic group seminars to discuss ongoing issues.

COURSE OBJECTIVES

The objectives of this course support the College of Education Performance Standards #10 Professional Development; #11 Collaboration; and #14 Leadership. The objectives are also designed to help students to

1. Acquire skill and judgment in the provision of rehabilitation counseling services;
2. Acquire knowledge and skills of issues of diversity, specifically, race/ethnicity, gender, socioeconomic status, spirituality, sexual orientation, and disability in the communication process;
3. Develop knowledge and applicability of ethical issues found in the counseling process such as confidentiality, duty to warn, and advocacy;
4. To develop and refine counseling skills learned in previous counseling classes, and apply these skills at the site with your clients such as:
 - a. Exploration of the problem-through the use of skills such as paraphrasing, reflection of feelings, probes, open ended questions, etc.
 - b. Goal Setting- using advanced skills such as summarization, advanced empathy, immediacy, self-sharing, confrontation and goal setting skills.
 - c. Assist the client in choosing and implementing action strategies (behaviors).
5. To develop and refine problem solving behavior;
6. Identifying clients problems, sources of those problems along with identifying barriers to goal attainment, vocational assets and limitations (collecting and utilizing case study data);
7. Identifying potential solutions to client problems and potential vocational objectives (alternative rehabilitation plans); and
8. Collaborating with the client in decision-making regarding formulation and implementation

of the rehabilitation/treatment plan.

REQUIRED PROJECTS

1. Students will complete a weekly journal reflecting their onsite experiences.
2. Students will meet bi-weekly for 3 hours in group session or 1 hour per alternating week in one to one supervisory sessions to review issues, problems, and progress.
3. Students will complete an overview of their agency and present to the other enrolled students a report on its purpose, mission, population serviced, types of services offered, funding sources, and interacting agencies. The instructor will provide guidelines for the report.
4. A case review of an actual client (disguise identity) that presents professional issues, ethical issues, interventions and plan elements to the other students and instructor in the bi-weekly meeting.

GRADING POLICY

Agency presentation	20 points
Case Study	20 points
Final performance evaluation by site and university supervisors	60 points

A = 90-99% of total points	D = 60-69% of total points
B = 80-89% of total points	F = below 60% of points
C = 70-79% of total points	

ASSESSMENT OF LEARNING (FEEDBACK LOOP)

Assessment of learning begins in the initial class session and is on-going throughout the course. Data from the specific assessment tools (agency report, case study, feedback from site supervisor) will be analyzed and the results used to improve instruction and facilitate increased student learning. This feedback may be used to make adjustments in the course as it progresses and to implement future changes.

STUDENT ACCOMMODATIONS

In accordance with the Americans with Disabilities Act of 1990, Northeastern Illinois University does not discriminate against employees or students on the basis of disability. In addition, the University provides reasonable accommodations for both employees and students with disabilities. Students seeking reasonable accommodations in the classroom should contact the Accessibility Center/HELP Office, A-118 (phone 773/442-5495, 5496, or 5497; TDD 773/442-5499).

The University policy on services for students with disabilities may be found at <http://www.neiu.edu/%7EDeanSt/survival/disabilities.pdf>. Students should feel free to meet with the instructor at any time to discuss any reasonable accommodations or removal of barriers that may hinder full inclusion and participation in the course.

STUDENT RESPONSIBILITIES

Students are expected to adhere to site policies and procedures, to attend all class sessions, read assigned materials, participate in the 100 hours of client counseling activities, class discussions, and case study.

ACTIVITY LOG

<u>Week</u>	<u>Activity/Client</u>	<u>Hours</u>
Week 1		
Week 2		
Week 3		
Week 4		
Week 5		
Week 6		
Week 7		
Week 8		
Week 9		
Week 10		
Week 11		
Week 12		
Week 13		
Week 14		
Week 15		
Week 16		

References

- Chan, F. & Leahy, M.J. (In press). *Healthcare and disability case management*. Rolling Meadows, IL: HLC Consulting, Inc.
- Corey, G., Corey, M.S., & Callanan, P. (2006). *Issues and ethics in the helping professions* (7th ed.). Pacific Grove, CA: Brooks/Cole.
- Cottone, R., & Tarvydas, V.M. (2002). *Ethical and professional issues in counseling* (2nd ed.). New York: Prentice-Hall, Inc.
- Egan, G. (2006). *The skilled helper: A problem management and opportunity development approach to helping* (8th ed.). Pacific Grove, CA: Brooks/Cole.
- Tarvydas, V.M., & Peterson, D.B. (In press). Clinical decision-making and ethical issues in case management. In F.Chan & M.J. Leahy, *Healthcare and disability case management*. Rolling Meadows, IL: HLC Consulting, Inc.

CORE STANDARDS

SECTION D: Clinical Experience

- D.1 Students shall have a minimum of 100 hours of supervised rehabilitation counseling practicum with at least 40 hours of direct service to persons with disabilities. Practicum should have sites available that are culturally diverse, if possible, which fosters personal growth and introduces students to counseling approaches and rehabilitation issues that affect service delivery.
- D.1.1 The practicum shall include instructional experiences (audio-video tapes and individual and group interaction) dealing with rehabilitation counseling concerns, and clinical experiences (on or off-campus) that facilitate the development of basic rehabilitation counseling skills. During the practicum, students will conduct interviews that will be reviewed by a supervisor. There will be direct and periodic communication throughout the semester between the site supervisor and the faculty (e.g., site visits, conference calls, video-conferencing, electronic communication).
- D.1.2 Written expectations, procedures, and policies for practicum shall be available to students and include the policy that the practicum is a prerequisite to the supervised rehabilitation counseling clinical internship experience.
- D.4 For both practicum and internship experiences, there shall be a minimum of one (1) hour per week of individual or 1½ hours per week of group (no more than 10 students) supervision by a program faculty member or qualified individual (e.g., a CRC field site supervisor, or a CRC doctoral student in rehabilitation counseling or related field) working in cooperation with a program faculty member. When using distance education modalities, this may be done by a variety of methods such as video conferencing, teleconferencing, real time video contact, or others as appropriate.
- D.5 There shall be a progress and review procedure for responding to students who do not demonstrate satisfactory clinical knowledge or skills.